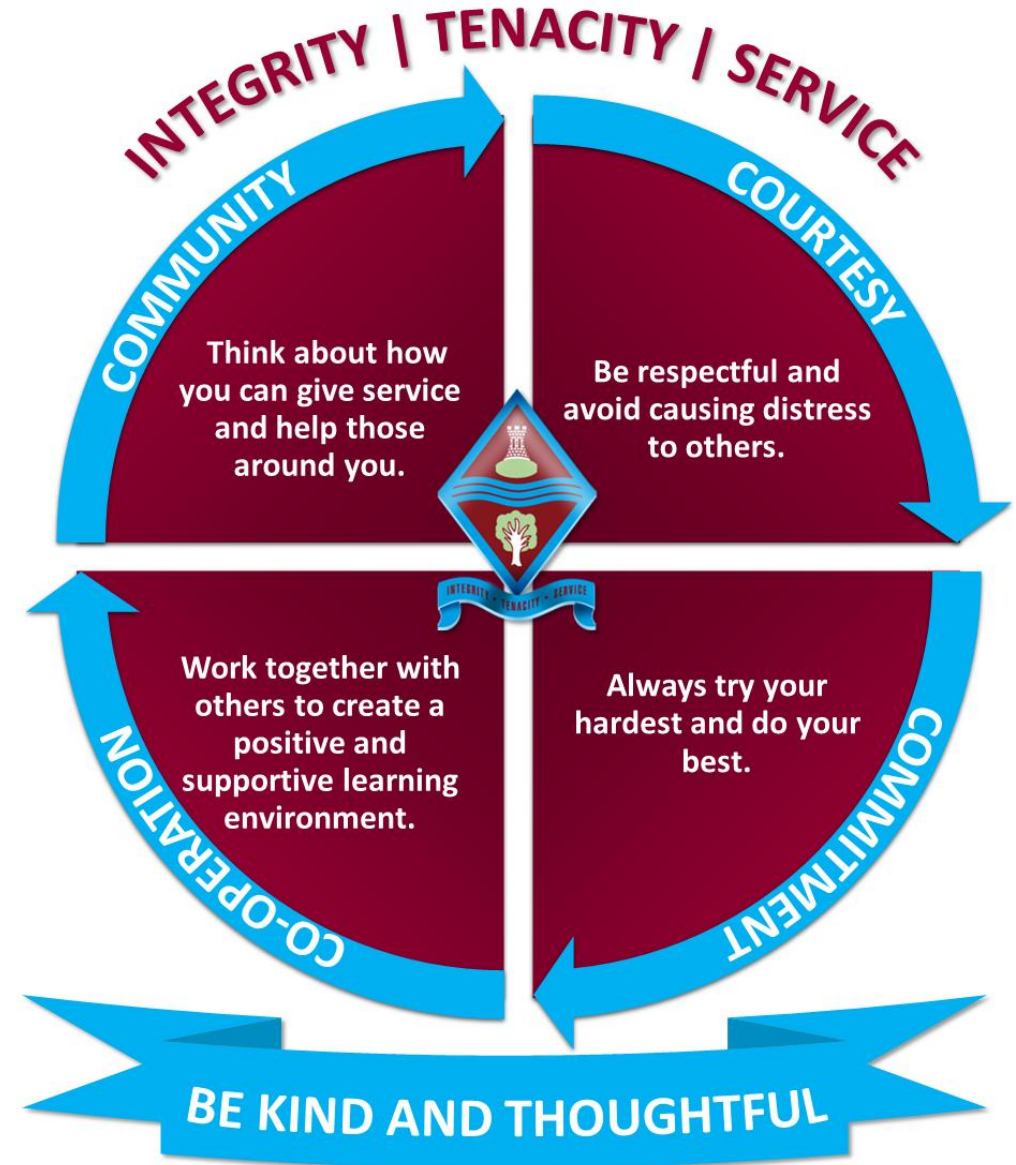




Year 10 Information Evening

Upper School Office Pastoral Team
The Ecclesbourne School
10th September 2025





This evening:

- Vision and Aims
- School Performance
- School Expectations and Attendance
- Personal Development
- Careers and Work Experience.
 - Work experience week is the 29th June – 3rd July 2026
- Support on offer for students





A broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future



Develop pupils' resilience and confidence in themselves and their capacity for growth



Ensure pupils feel valued, value others and learn to work together to make a positive contribution



Ensure pupils stay safe and healthy in mind and body



Develop creativity in an innovative learning environment



*Appreciate the spiritual, moral, social and cultural richness
of the world at large*



The Ecclesbourne School strives to be a successful and caring learning community that inspires individuals to meet the challenges of the future



Academic Performance



THE SUNDAY TIMES

**SCHOOLS GUIDE
2025**

**TOP 10
STATE SCHOOL FOR
ACADEMIC EXCELLENCE
EAST MIDLANDS**

**THE ECCLESBOURNE SCHOOL
TOP 10 STATE SCHOOLS FOR
ACADEMIC EXCELLENCE
AWARD**

GCSE Performance



GCSE Success - Congratulations Year 11



GCSE Grading

9		A*
8		
7		A
6	<div>GOOD PASS (DfE) 5 and above = top of C and above</div> <div>AWARDING 4 and above = bottom of C and above</div>	B
5		
4		C
3		D
2		E
1		F
		G
U		U

Pass at level 2

- GCSE subjects graded 1 to 9.
- GCSE subjects have terminal exams.
- Coursework in some subjects.

Pass at level 1





BTEC Grading

- GCSE subjects graded 1 to 9.
- BTEC Level 1 Pass to Level 2 Distinction*
- GCSE subjects have terminal exams.
- Coursework in some subjects.

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25



A-Level Performance



A Level Success - Congratulations Year 13





Pastoral Team



Mrs Ourabi
Head of Pastoral
and DSL



**Mr Duncker-
Brown**
Head of Upper
School



Mr Sellers
Head of Year 10



Mrs Dodson
Head of Year 11





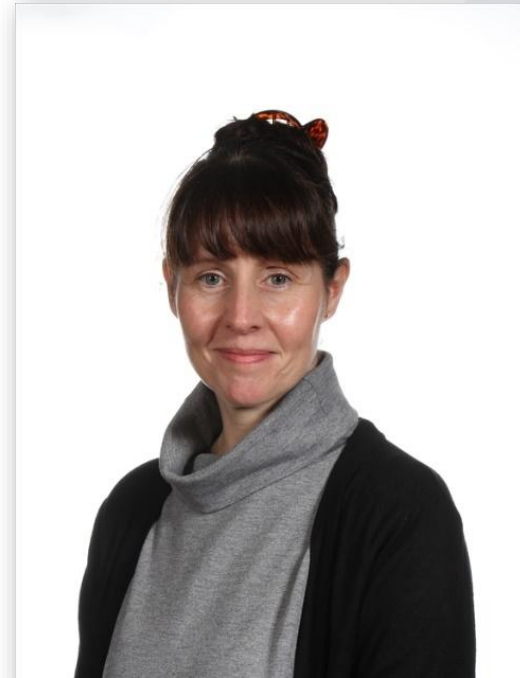
Pastoral Support Team



Mrs Parry
Pastoral Support



Mrs Monk
Pastoral Support
and Attendance
Officer



Mrs Tanser
Pastoral Support
and School Nurse



Year 10 Tutors

- 10E Mr D Davies
- 10C Mr J Poplawski
- 10L Mrs G Furniss
- 10S Mrs S Smyth
- 10B Mr A Basey
- 10U Mrs S Sharma/Mrs L Dowling
- 10R Mrs A Rogers
- 10N Mr D Sutton
- 10T Mr P Baxter





Key dates (Please note these can be subject to change)

- 11th September 2025 Y10 Photographs
- 26th September 2025 Prize Day
- 1st October 2025 Y10 Construction Careers trip
- 14th October 2025 WRAT (Wellbeing, Record of Achievement and Target setting) review process
- 3rd November 2025 Whole School Closure Day
- 4th November 2025 Drama Trip
- 12th November 2025 SV2 Talk
- 27th November 2025 House Plays evening performance
- 3rd December 2025 Careers Trip
- Interim reports will be issued in the week beginning 8th December 2025
- 14th + 15th January 2026 Art Trip + Workshop
- 28th January 2026 Maths Challenge
- 10th February 2026 Stars in Your Eyes
- Year 10 full reports will be published in the week beginning 9th March 2026
- 17th March 2026 WRAT
- 19th March 2026 Maths Olympiad
- 27th-30th March 2026 Western Front Trip
- 15th-16th April 2026 Language Listening Exams
- 17th April Whole School Closure Day
- 22nd April-1st May (inclusive) 2026 Year 10 Exams
- 2nd June 2026 Year 10 Parents' Evening
- Week beginning 8th June 2026 Language Speaking exams
- 29th June-3rd July 2026 Work Experience
- 7th July 2026 Work experience follow up in school
- 13th July 2026 Y10 Art Mock Exam
- 17th July Rewards Trips

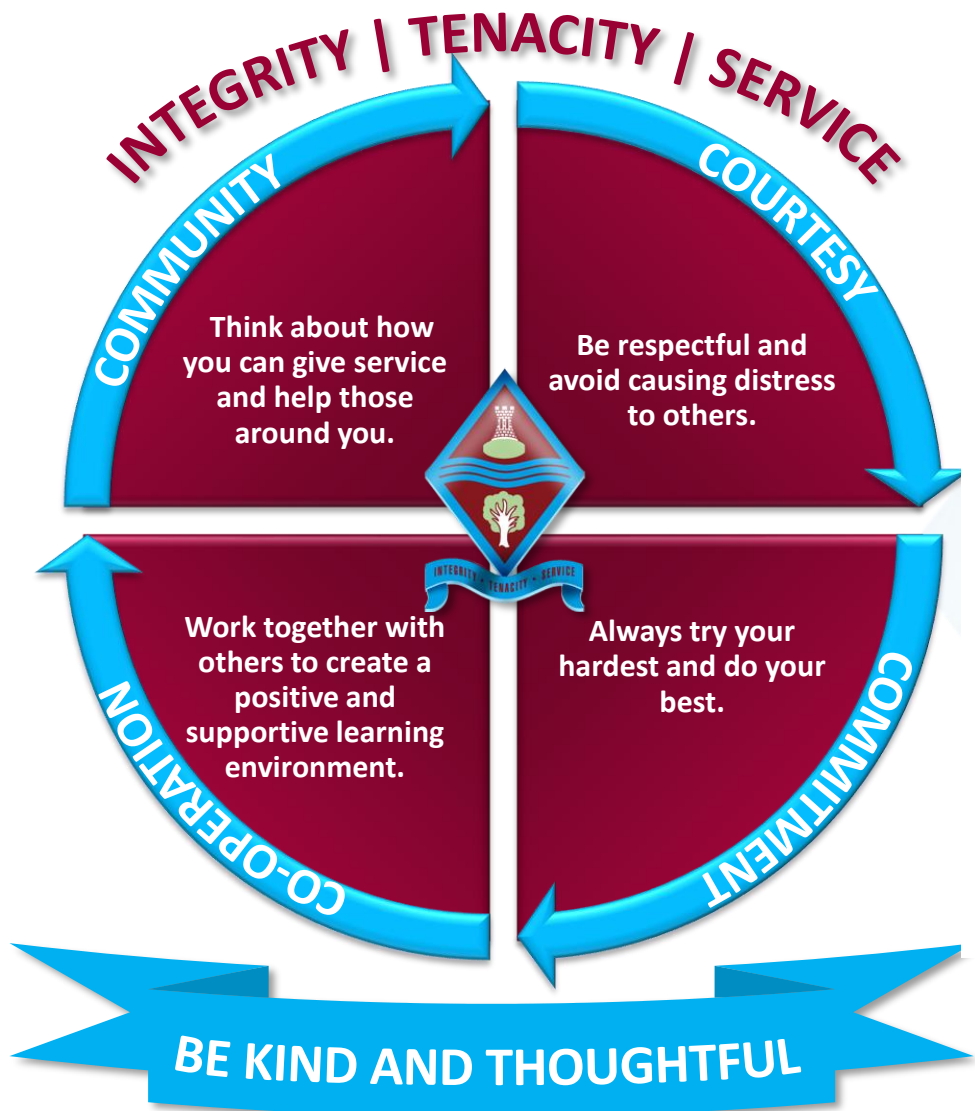


Upper School Overview

Year 10		26 th September Prize Day				
	Autumn 1	14 th October WRAT				
	Autumn 2		8 th December Data Home			
	Spring 1					
	Spring 2	9 th March Report 17 th March WRAT 15 th -16 th April Language Listening Exams				
	Summer 1	22 nd April-1 st May Year 10 Exams				
	Summer 2	2 nd June Year 10 Parents' Evening W/b 8 th June Language Speaking exams 29 th June-3 rd July Work Experience 13 th July Y10 Art exam				
Year 11		September 16+ Launch September Prize Day October 6 th Form open Evening October WRAT				
	Autumn 1					
	Autumn 2	November Data Home November 16+ Interview 1 December Language Speaking mocks + Art Mock				
	Spring 1	January Year 11 Mock Exams February Mock Results Home February 16+ Interview 2 + Offers				
	Spring 2	March WRAT March English + Maths 2 nd Mock May GCSE exams start				
	Summer 1	June GCSE exams finish				
	Summer 2					



Our theme for this term is Community



The Ecclesbourne School Inclusive Language Charter

Our intention:

At The Ecclesbourne School we strive to have an inclusive community where difference is celebrated, and everyone has a sense of belonging. This is why we have a zero tolerance of derogatory language which reinforces negative stereotypes related to the protected characteristics, including gender, race, sexuality, and physical ability. We ask all members of the school community to think carefully about the language that they use so that it doesn't include any unconscious bias. In addition, all staff and students are expected to be an upstander, and to call out any language which is not inclusive.

This charter sets out the ways in which we can fulfil our Inclusive Language Charter.

What we need to do:

1. Never use insulting language

Sexist, homophobic, transphobic, racist, ableist and any other language used to insult another person is not tolerated at our school. There are no situations where using this language is considered a joke or 'banter.'

2. Be aware of the difference between sex and gender

We understand that sex relates to the biological and physiological characteristics defining men and women; and gender refers to social constructed roles, behaviours, and attributes. We respect everyone's right to be addressed by their chosen pronouns and never deliberately misgender anyone.

3. Be aware of what microaggressions are

Whilst we can easily recognise offensive language, microaggressions may be harder to spot. We need to know that saying things such as, 'where are you actually from?' 'doesn't your religion mean you can't do that?' can and do offend which creates barriers within our community.

4. Issue appropriate sanctions

When offensive language is used by students, staff will follow procedures whereby a student receives a sanction. We have a zero-tolerance policy on the use of offensive language at our school. If a member of staff uses offensive language, we follow procedures which are guided by our DEI policy.

5. Educate

We have PDC lessons, assemblies, as well as student-led awareness groups which all help us to understand the power of language and the damaging effects that it can have. A student who uses offensive language will receive further education, as means of reformation and restoration.

6. Be upstanders

There are numerous ways to be an active citizen to help make our school more inclusive. Teachers, Form Tutors, Head of Year, Progress Leaders, DDSs, the DSL, the Headteacher and Tootoot are all means of staff and students holding others to account by reporting the use of offensive language.



Our Values

- We are a large and inclusive school community with respect and tolerance at the heart of our core values.
- We expect each and every child to treat others utilising these core values.
- Where a pupil's actions fall short of expectations we will address this through a combination of sanctions and learning opportunities.
- The school is proud of its excellent exam results and the progress that pupils make during their time at our school. These results and progress are a tribute to the excellent teaching and learning and the hard work of pupils.
- Where a pupil impacts the learning of others then action will be taken.



Sanctions

- To support the management of good classroom behaviour, pupils will be given a chance to correct their behaviour, but if the behaviour persists a teacher detention will be issued.
- Sanctions which staff may use include: verbal reprimand; detention; a written apology or reflection; lesson removal; missing break time; extra work or repeating unsatisfactory work until it meets the required standard; or school-based community service.
- Sanctions which pastoral leaders may use include: loss of privileges – for instance, the loss of a position of responsibility or not being allowed to participate in a non-uniform day or extra-curricular activity; internal seclusion; being placed “on report” for monitoring for behaviour, uniform or punctuality.



Strategic Leadership Team Involvement

- If a pupil continues to be disruptive, is defiant to the class teacher, is unkind to another pupil or uses discriminatory language then the pupil will be removed from the classroom by a member of the Strategic Leadership Team. This will result in a significant sanction and parents/carers will be informed.
- Where we continue to be concerned with a child's behaviour then parents/carers will be invited into school for a meeting to discuss the concerns, and a behaviour support plan can be put in place working with everyone's input so the plans have the best chance of succeeding.



The Detention System

- Section 5 of the Education Act 1997 gives schools the authority to detain pupils after the end of a school session on disciplinary grounds.
- **Teacher Detention:** 30 minutes during lunchtime or after school. Students will always be given enough time to have lunch and use the toilet.
- **Faculty Detention:** 60 minutes after school.
- **SLT Detention:** 60 minutes after school. This is usually held on a Thursday. These are set for serious misdemeanours and repeated failure to respond to sanctions. Parents will be informed and will be given 24-hours' notice of an after-school detention.
- For a more detailed look at our behaviour policy, please click on the link. [Behaviour Policy](#)



Supporting your Children with Behaviour

- Make sure your child has the correct equipment including: stationary, a fully charged laptop and subject specific supplies, e.g. PE kit or ingredients.
- Download the Satchel One App to keep track of your child's homework. This is a great way to help them keep on top of their workload!
- Ensure they arrive to school on time.
- Inform the Head of School/Year if there is something that is worrying your child. This can stop situations escalating and support can be put in place.
- Talk to your child about their behaviour as there might be an underlying reason as to why they are not adhering to the school rules.
- Support the school in its behaviour decisions, pupils will thrive where everyone works together.



Rewards

- Merits
- Prize Giving
- Roll of Honour
- Merit/Colour Ties
- Governors Awards Evening

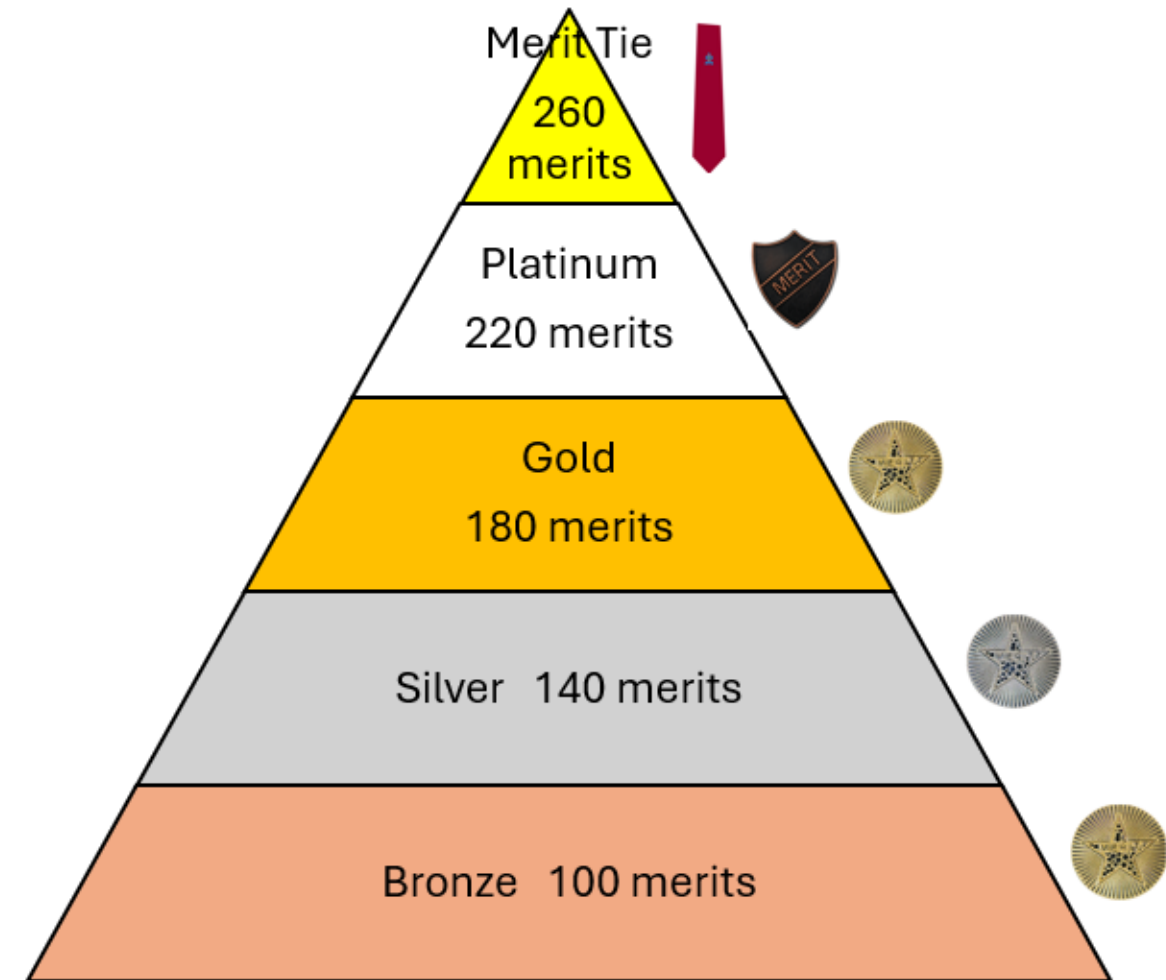




Merits & Rewards

We are still running the Merits for rewards this year! We will be offering the same rewards as last year, including:

- Praise
- Phone call home
- Pin badges
- Postcards
- Rewards trips
- Form breakfasts
- Golden ticket early lunch pass
- Merit ties





Extracurricular Activities

- Sports teams and clubs
- Music
- Drama
- House plays
- Duke of Edinburgh
- Trips and Visits
- And there is a wide range of subject related clubs to go to!





Safeguarding

- Mrs C Ourabi- Senior Deputy Head and DSL
- Three Deputy DSL's; Mr Quail, Mr Duncker-Brown, Mrs Weller
- Have a statutory duty to implement and follow KCSIE 2025
- Situations happen school are on hand to support; we are not here to pry
- Work closely with external agencies
- Receive DV notifications within 24 hours





Blogs >

Why attendance remains my priority

7 August 2025

mental health, study finds

9 September 2025



 Tweets by LboroPR

70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons





Our Attendance Process

- Set high expectations for attendance
- Monitor data looking for patterns of absence for students and sub-groups
- Maintain contact with families and follow statutory guidance' Working together to improve school attendance 2024'.
- Listen and understand where problems emerge
- Facilitate and formalise support to improve attendance
- Liaise with the local authority





Personal Development

PDC curriculum

Leadership
opportunities

Wider
curriculum

Assemblies

Pastoral support

Our VALUES



Academic Support with work

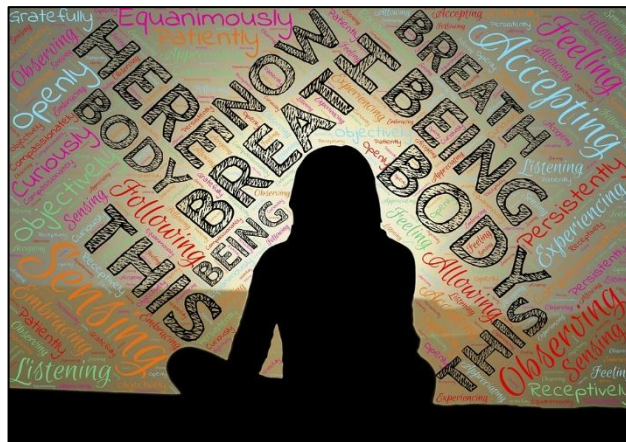
- Students should talk to their subject staff.
- Talk to Upper School Office; i.e. their Head of Year or one of the wider team or their form tutor.
- The library is available at lunchtimes and after school until 4.45pm.
- We will also identify students throughout the year and offer them some subject specific tutoring.
- We can also arrange for mentors.
- Revision sessions are offered by a range of subjects as exams get closer.





Mental Health Team

- Mrs Ourabi- Trained as a Senior Mental Health Lead.
- Most of Pastoral team is MHFA trained
- 2 Pastoral workers – Attendance and School nurse
- Not experts



MHFA England





Pastoral Support

Be
an
Upstander

Different ways to 'speak out'...

Pastoral Team, Teachers, Form Tutors

Well Being
Ambassadors

Anti Bullying
Ambassadors

Welfare Hub

Tootoot

Other student
leaders

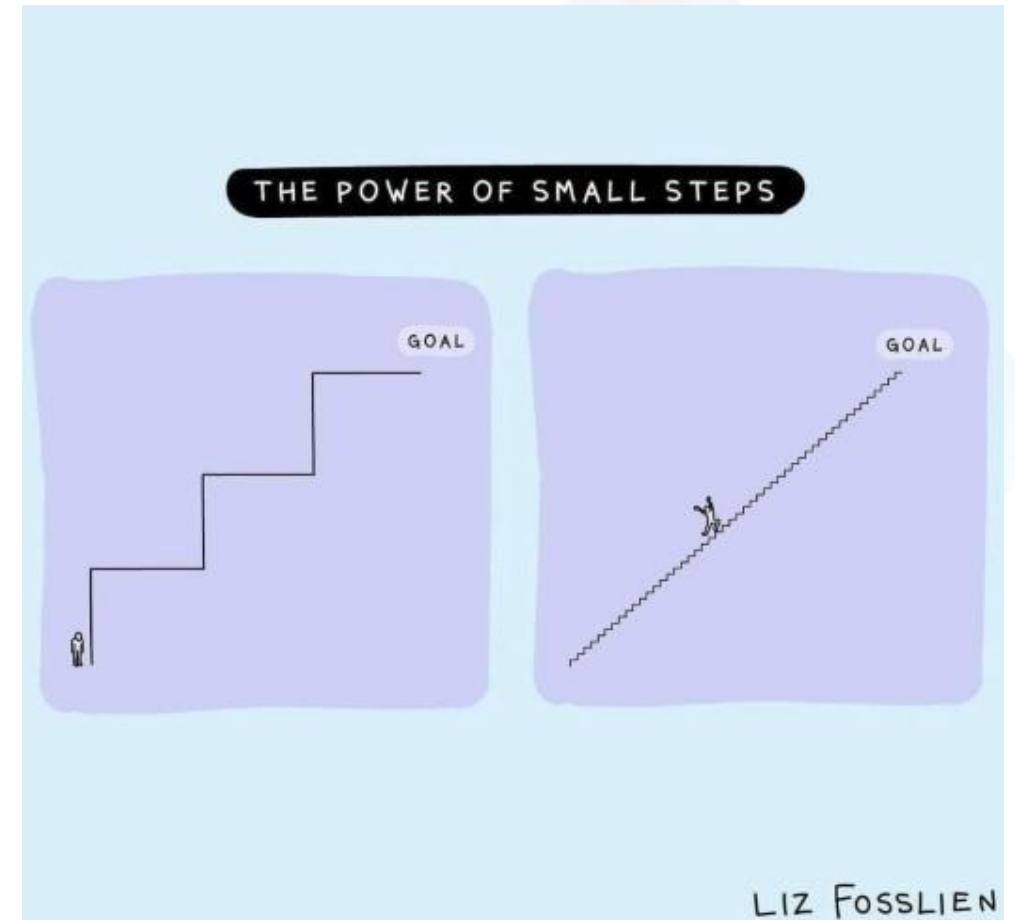


- Ask for **HELP!**





Revision Advice for Parents and Carers





START EARLY

The more time your child gives themselves to revise, the more opportunity they have to cover each subject without needing to cram. They will be have more time to practise what they need to learn and consolidate it into their memory.





HELP THEM MAKE A REVISION TIMETABLE



You can ensure that your child devises a realistic revision programme for themselves. You can factor in events that might be happening.



GO SHOPPING FOR STATIONERY

Students know that they need to mix up the style of revision that they do. Having a range of different stationery will help them with that.





GET INVOLVED

It is definitely your child's responsibility to revise!
But now and again maybe you could test them on their flashcards. Ask them to explain their mind maps or PowerPoints.





BE ENCOURAGING AND CELEBRATE MINI GOALS

We encourage the students to set themselves a small number of mini goals to achieve at the end of each day.





HELP THEM TO NOT GET DISTRACTED



What distracts your child? Their phone? YouTube? Talk with them to decide the best strategies for avoiding distractions, e.g. phone in a different room, 10 internet rewards for 40 minutes revision.



GET A GOOD BALANCE

Plenty of sleep

Healthy snacks

Going for walks

Exercise





USE HELPFUL APPS

Flipd is an app that stops you procrastinating and keeps you motivated.

[How to use Flipd - YouTube](#)

Quizlet is a way of creating key word flashcards

[Learning tools and flashcards - for free! | Quizlet](#)

Adapt helps you to create your own revision timetable.

[Adapt - free Revision Timetable App for A-level & GCSE \(getadapt.co.uk\)](#)

Seneca has hundreds of tasks linked to specific exam courses

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)